DOCUMENT RESUME

ED 196 532 PS 011 884

AUTHOR Thomases, Don; And Others
TITLE Impact of a Preschool Residential Camp Program on School Readiness Skills.
PUB DATE 80
NOTE 30p.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Associative Learning; *High Risk Students; *Intervention; Kindergarten Children; Language Skills; Low Income; *Preschool Children; Preschool Education; Pretests Posttests; Problem Solving; *Program Effectiveness; *Resident Camp Programs; *School Readiness

ABSTRACT

To increase traditional school readiness skills and experiences of success among young children at risk of failing at school, an extensive four-week residential group program was developed by staff at Ramapo Anchorage Camp. A major purpose of this present study was to assess the short term effectiveness of the camp's Mild Month Program on three critical components of early school success--problem solving skills, school language skills and associative learning skills. The subjects were 13 males of 4 1/2 to 6 1/2 years of age who attended the Mild Month Program and 13 boys of similar age who became a waiting list control group. This sample was considered representative of a male "at risk of school failure" population from New York City day care programs. Pre- and post-test measures were administered, respectively, prior to and at the conclusion of the camp program. A modification of the Whitney M. Young Health Center Early Childhod Developmental Screening Battery was used as the assessment measure. Results support the contention that a short but highly intensive traditional camp and early educational strategies is an effective model for developing school readiness skills in young children. (Author/RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED196532

PS011884

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

IMPACT OF A PRESCHOOL RESIDENTIAL CAMP PROGRAM ON SCHOOL READINESS SKILLS

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Don Thomases

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Don Thomases

Carolyn J. Larson

James Powers

ABSTRACT

Impact of a Pre-School Residential Camp
Intervention Program on School
Readiness Skills

Educators and program planners in the field of early childhood education share a concern that children enter public education with varying degrees of "readiness" skills. Nationally and locally developed compensatory programs have been designed to reduce the wide range of skills demonstrated by entering school age children. Recognizing the need for successful "school like" experiences for young children identified as "high at risk of school failure" by referring pre-school programs, staff at Ramapo Anchorage Camp developed an intensive four week residential camp program designed to interrupt young children's cycle of failure and increase traditional school readiness skills. A major purpose of this study was to assess the short term effectiveness of the Mild Month Program on three critical components of early school success--problem solving skills, school language skills and associative learning skills. The subjects for this study were 13 males, ages 4½ to 6½ years old who attended the Mild Month Program and 13 boys of similar age who became a waiting list control group. This sample was considered representative of a male "at risk of school failure" population from New York City day care programs. Pre and post test measures were administered prior to the camp program and at the conclusion of the program. A modification of the Whitney M. Young Health Center Early Childhood Developmental Screening Battery was used as the assessment measure. The battery is composed of a series of age appropriate cognitive, language and associative learning tasks. The design for the study was a 2 X 2 (treatment X test) analysis of variance with repeated measures on the test dimension. Analysis indicated a significant test X treatment interaction ($p<.01$) on cognitive measures. Test X treatment interaction approached significance at the ($p<.05$) level on associative measures. Language measures did not demonstrate significance. Results from this first project support the contention that a short but highly intensive residential intervention program which combines traditional camp and early educational strategies is an effective model for developing school readiness skills in young children.

Introduction

Mild Month, a residential camp program for "at risk" preschool children, was established in 1972 as an experimental early education intervention project. The parent agency, Ramapo Anchorage Camp, had sponsored educational remediation programs for school-age emotionally disturbed and learning disabled children for over thirty years. During the 70's there emerged a growing national emphasis on early compensatory educational experiences for disadvantaged children. This trend was compatible with the camp staff's belief that earlier intervention in children's educational careers would interrupt the predictable cycle of educational failure and personal frustration. Thus, integrating this new emphasis on early educational intervention with experience in residential camping, Ramapo Anchorage Camp developed an intensive month long residential therapeutic camp program for children identified by preschool day care and Head Start teachers as being "high at risk of school failure."

The generic research issue explored in this paper is in what way do early childhood intervention programs affect low income "high at risk" children's cognitive, language and associative skills? The initial assumptive base of early compensatory education programs is that early education, with its additional health and parent support services, enables poor children to do as well in school as their middle class counterparts. Although the somewhat simplistic rhetoric of the

60's has evaporated, educators, parents and policy makers continue to seek confirmation that indeed early intervention "makes kids better." Much heated debate and numerous research studies continue to address the effectiveness of early intervention programs on the lives of young children.

It is no understatement to say that the study of early childhood development and the effects of early intervention programs is complex and methodologically frustrating. However, there is general agreement in the research literature that early childhood intervention programs have a significant and longlasting impact on low-income children. Irving Lazar et al. in a summary report entitled The Persistence of Preschool Effects: A Long-Term Follow-up of Fourteen Infant and Preschool Experiments sponsored by the Consortium on Developmental Continuity in 1977 concludes:

1) that infant and preschool services improve the ability of low-income children to meet the minimal requirements of the schools they enter. Minimal requirements are defined by either a reduced probability of being assigned to special education classes or a reduced probability of grade retention.
2) that low income adolescents who received early education rate their competence in school higher than comparable adolescents who did not have preschool education.

3) and that intellectual functioning of low-income children as measured by the Stanford-Binet and the WISC tests is significantly increased at least during the critical early primary years (p. 27).

Another means of calculating the impact of these programs on children's learning is suggested by Royce et al., in their 1980 article entitled Differential Effectiveness of Early Education: Testing for Long-Term Interactive Effects. "In addition to investigating the average effects of a program, an investigator is then obligated to explain some variation in program outcomes by investigating how the program affects various subgroup participants" (p. 1).

It then becomes fruitful to ask what kinds of preschool intervention experiences have what kinds of effects for which children? These interactive questions are important, particularly in light of the widely held assumption that certain subgroups of children benefit more from early education programs than do other subgroups of children. The literature on differential effectiveness is sparse and contradictory due to a host of factors--treatments vary, goals and curricula designs are diverse and programs, although sharing the same name, may differ sharply in the type of strategy they employ or in the childhood population they serve, or in both. Royce et al. found no convincing evidence that demographic variables such as sex, mother's education, pretest I.Q. score, father

presence or number of siblings differentially affected the outcomes of their Consortium early education programs.

> Thus, although we have found that well-run early education programs benefit low-income children "on the average," we have not discovered any background characteristics which interact with the programs in such a way as to benefit some children more than others. (p. 16)

The literature on the effectiveness of early education programs is enormous. Methodology for the systematic investigation and synthesis of what we already know into understandable discourse is critically needed. Pillemer and Light suggest that

> a more rational approach (than to ask does an educational program work?) would be to explore the idea of creating differential educational programs to look at program effects of different children under different conditions. (1980, p. 187)

Although the study presented in this paper grew out of a practical concern to evaluate the effects of the Mild Month Camp program on children's school readiness skills, the study also reflects Pillemer and Light's concern that researchers become more sophisticated in looking at how specially designed educational programs affect subgroups of larger populations. In that respect, Mild Month Program is a unique short term residential educational program for a subcategory of the generically defined "at risk" low-income population. Already

enrolled in compensatory programs, the children who attend Mild Month have been further identified by their teachers as being "high at risk of school failure." There is no consensus in the literature regarding a concise definition of the label "at risk." Yet it appears that teachers readily identify certain children as being in need of specialized intervention programs designed to interrupt their cycle of failure and expand their school readiness skills.

Purpose

The purpose of this study was to assess the short term effectiveness of the Mild Month Program on young children's language, cognitive and associative learning skills. Research questions were short term, main effect questions:

1. Did the camp program increase children's representational and problem solving skills?

2. Did the program increase children's expressive and receptive language skills?

3. Did the program increase children's associative learning skills?

Methodology

Subjects were drawn from a pool of children who had been referred to the Mild Month Program by day care center teachers. All children met the admissions criteria of being low-income and "high at risk for school failure" (see Appendix 1). Children were randomly assigned to either the experimental or control group. The only additional

consideration for group inclusion was that each center have representation in each group. Participants in the study were males aged 4.8 to 6.4 who attended certified New York City day care centers. All subjects had attended their respective day care center for a minimum of six months and children were deleted from the experimental and control group if they had previously attended Mild Month. The experimental group was composed of 13 males with a mean age of 5.33. Concommitantly, the waiting list control group was composed of 13 males who met admissions criteria but could not be admitted to the program due to space limitations. The mean age for the control group was 5.35 years. Children were pre and posttested. Therefore, the design for study was a 2 X 2 (treatment X test) analysis of variance with repeated measures on the test dimension. Females could not be included in the study because the limited number of referrals did not supply a waiting list control group. The sample participating in this study is felt to be representative of the male "at risk of school failure" population from New York City Day Care Centers.

Treatment

The Mild Month Program is an intensive twenty-eight day residential camp experience for "high at risk" low income children. Forty-two children and thirty undergraduate setting. Children participate each day in traditional camp activity areas such as music, nature, rollerskating, and boating. They also participate in activities designed to foster

independent living skills--dressing themselves, cleaning up living quarters, personal hygiene and sharing group meals. In all areas of camp life, staff works closely with children, helping them develop specific activity skills, share their ideas and foster appropriate social behavior. In addition, staff organize and integrate academic learning into all aspects of daily life.

There are three academic components to each camp day. Children participate in small group instruction every morning in the areas of cognitive development, expressive and receptive language skills and associative school readiness skills. They take part in a larger group simulated kindergarten class each afternoon. In the evening, children receive an hour of one to one remedial instruction in specific academic areas. These three academic instructional components of the program constitute a four hour segment of each day or 112 intensive instructional hours over the course of a month's stay.

Source of Data

A modification of the Whitney M. Young Health Center Developmental Screening Battery was used as the pre and post assessment measure. The Battery is an outgrowth of efforts begun in 1976 to develop a screening instrument that would assess children's school "readiness" skills by tapping the underlying organizational processes which children employ to acquire specific associative skills, solve problems and

organize information. The battery is composed of a series of age appropriate game-like cognitive, language and associative learning tasks. The modified battery used for this study consisted of 18 items with specific behaviors falling into three categories:

1) Nonverbal problem solving (cognitive) measures: Cognitive measures included a subset of tasks (Draw-A-Person and Draw-A-Design) from the McCarthy Scale for Children's Abilities and a sorting task based on the Goldstein Sort Materials.

2) Speech and language measures: Speech indicators included length of utterance and speech sounds according to visibility (Poole, 1934). Language measures consisted of visual and auditory recall tasks designed to tap spontaneous verbal organization of information as well as responses to Wh- question probes. (Blank, 1978)

3) Associative learning and traditional indicators of school readiness: These measures included naming of letters, numbers, colors and shapes, 1:1 correspondence, number concepts and name printing.

A non weighted score was assigned to each child's response. For example, on the Draw-A-Person Task, children who drew a complete person received a score of 4, those who drew an incomplete person were given a score of 3, children unable to construct a person but completed the Stanford Binet Complete-A-Person item were assigned a score of 2 and children who attempted to construct a person but the results were unrecognizable received a score of 1 (see Scoring Guide, Appendix 2).

Procedures

Each male child participating in the Mild Month Program was evaluated on the three components of the screening battery

on the first full day of camp and on the last full day of camp. Children on the Waiting List Control Group were seen a week before camp started at their day care center and two weeks after the close of camp. Children were seen in either a totally private small office-like space or in a space at the day care center which was appropriately subdivided for privacy. Assessment activities took approximately 30 minutes per child.

Examiners

Children were seen by trained camp personnel or by the authors.

Results

Cognitive measure. The results of the overall analysis of variance performed on the data for the cognitive measure are given in Table 1.

Insert Table 1 about here

Although the F of 4.01 obtained for differences between tests does not quite reach the often used .05 level of significance, it is reasonably safe to say that the posttest mean (9.79) is higher than the pretest mean (8.99).

Further analysis of the means in the treatment by test interaction revealed the significant differences shown in Table 2. A sketch of this interaction is given in Figure 1.

Insert Table 2 followed by Figure 1 about here

As can be readily seen from the table and figure, the two

groups were identical on the cognitive measure at the outset of the experiment. At the conclusion of the study the experimental group showed a significant increase on this measure while the control group remained the same.

Associative measure. The results of the overall analysis of variance on the data for the associative measure are presented in Table 3.

Insert Table 3 about here

Subjects obtained significantly higher scores on the posttest ($\bar{X}$ = 15.57) than on the pretest ($\bar{X}$ = 13.46).

The treatment by test interaction is not quite significant at the usually used .05 level, but is close enough (p = .059) that the interaction warrants further mention.

Tests of significance were not conducted on the means in this interaction due to the failure to reach the .05 level. However, the means are presented in Table 4. A sketch is shown in Figure 2.

Insert Table 4 followed by Figure 2 about here

The sketch indicates that the situation here is basically the same as was the case with the cognitive measure. The experimental group shows a substantial gain from pre to post-test, while the control is virtually unaffected.

Language measure: The overall analysis of variance for the language measure is given in Table 5. Here the only

notable difference is between tests. The posttest mean (11.92) is greater than the pretest mean (11.12) though with $p = .059$ rather than .05.

Insert Table 5 about here

Discussion

The Mild Month Program is providing an environment which is conducive to the acquisition of skills which help children succeed in school. The effects of treatment which were predicted have received substantial support from the study. Overall, the control group showed little change, i.e., little new learning from the time of the initial testing until the posttest. Yet, the experimental group made important and notable gains during the same period. In the cognitive domain, highly significant improvements were recorded in representational and nonverbal problem solving skills. These areas provide a critical underpinning for all future learning. Such demonstrable change is a manifestation of treatment effect.

Traditional school skills, as measured by the associative tasks, are a necessary component of early academic success. The camp program provides ample opportunity for this type of learning, and the study confirms that the treatment group gained substantially more than did control subjects.

The speech and language measure did not demonstrate the impact of treatment, probably due to problems of item construction and administration. On cognitive and associative measures, items were used which clearly tapped the range of

children's skills and discriminated children's response patterns. Also, responses to the cognitive and associative items could be accurately recorded by examiners while accurate recording of speech sounds proved problematic . Analysis of children's speech and language responses indicated that two of the five items were non-discriminating of children's skills (e.g., speech sounds according to visibility and length of utterance). This sharply reduced the number of exemplars of speech and language which rendered discrimination between children's response patterns impossible. Further thought needs to be given to item selection and administration of language tasks.

An interesting methodologic issue is raised by using a screening battery as a pre and post measure of program effectiveness. A developmental screening battery is a multi-dimensional measure designed to quickly tap skills in a variety of domains. Therefore, by definition there are only a few items for each domain and thus limited exemplars of skills in that construct domain. An alternative means of evaluating program effectiveness would be to design a unidimensional set of tasks in each of the areas of development thought to be affected by the program. A measure of program effectiveness is generally more powerful when the number of items in each developmental area of concern is increased. However, practical issues such as time, expense, and personnel often prohibit lengthy pre program unidimensional assessments. Because this

project was the first in a series of program evaluations, a screening battery which identified the range of children's skills in three critical areas of development and which could quickly and easily be administered by program staff was chosen. With the range of children's skills now identified, future evaluation should focus on in-depth analysis within specific areas.

In reviewing the range of children's responses to battery items, it was found that 31% of subjects (4 of 13 in each group) scored at near ceiling levels on the pretest. Their scores (at least 41 points of a possible 48) were so close to topping out that little room was left to reflect improved skills on the posttest. In the control group, 3 of the 4 subjects declined slightly on the posttest measure while in the experimental group 2 of the 4 subjects improved on the posttest scores. While there are significant indications of the program impact, this ceiling effect could be a factor in any underestimation of the strength of the Mild Month treatment program.

While 31% of the children demonstrated adequate skills in cognitive, language and associative areas of development, 40% revealed major deficiencies in some or in all areas of school readiness skills. It is this subgroup which merits particular attention. Consistent pre to posttest gains are noted for children in the treatment sample whose pretest scores are below the mean while similar control group subjects

showed no clear trend. The academic focus of the camp program seems most appropriate for those children with the greatest deficiencies in school readiness skills.

The relatively wide range of pretest scores reflects the heterogeneity of the camp and waiting list population. The developmental screening battery is the first systematic observation of the range of Mild Month children's cognitive, language and associative learning skills. The wide range of performance scores indicates that "high at risk for school failure" is a multidimensional construct including facets other than academic weakness. Preschool teachers include within the "at risk" population boys who have no academic inadequacies but who manifest attitudinal or behavioral difficulties. This result has implications for future referral and intake procedures at Mild Month. If the program continues to serve children whose needs are primarily attitudinal or behavioral, a means of evaluating program impact in these areas should be developed.

Implications

The research project reported in this paper on the effect of Mild Month on children's cognitive, language and associative learning skills is the first in a series of investigations designed to probe the effectiveness of this specialized program on the "high at risk" subgroup of the compensatory preschool population. Results from this first project support the contention that a short but highly intensive residential intervention program which combines

traditional camp and early educational strategies is an effective model for developing school readiness skills in young children. The project also represents an attempt to build into a treatment program systematic evaluation of how the program differentially affects children who attempt the camp. Since the primary goal of the camp is to help children develop the skills necessary for a successful first year in their public school career, a logical follow-up study would be to evaluate how the campers/non campers are doing as they enter school in the Fall. Do they retain the skills developed at camp? Do they enter school in September viewing themselves as competent, successful learners? With these encouraging first results, expanded long term evaluation and follow-up is recommended.

Concommitant with recommendations for further research are implications of project findings for future program policy. Existing compensatory programs for disadvantaged preschool children and summer remedial tutoring does not meet the needs of all their enrollees. Indeed, preschool teachers continue to identify children who will enter school without the necessary requisite skills. This group is already earmarked for failure and frustration. The Mild Month Program--an intensive, short term, controlled environment--has demonstrated that it can effectively expand the learning skills of children in this group and increase their chances of succeeding in the classroom. The program model outlined in this paper presents a powerful intervention strategy. School

districts and government planners should view this departure from traditional intervention as a viable and urgently needed alternative.

Bibliography

Blank, M., Rose, S., & Berlin, L. The language of learning: The pre-school years. New York: Grune and Stratton, Inc., 1978.

Earh, M., et al. Assessment of multiple outcomes: An evaluation research study of a compensatory early childhood program. Paper presented at the Annual Meeting of the American Educational Research Association, Boston, April 1980.

Hich, T., et al. Effects of prekindergarten on the cognitive performance of children in kindergarten. Paper presented at the Northeastern Educational Research Association, Ellenville, New York, 1978.

Lazar, I., et al. Summary Report: The persistence of preschool effects. A long-term follow-up of fourteen infant and preschool experiments. DHEW Publication No. (OHDS) 78-30129, Ict., 1977.

Pillemer, D., & Light, R. Synthesizing outcomes: How to use research evidence from many studies. Harvard Educational Review, 1980, 15, 176-194.

Royce, J., et al. Differential effectiveness of early education: Testing for long-term interactive effects. Paper presented for the American Educational Research Association, Boston, April 1980.

Stewart, S. R., & Weybright, G. Articulation norms used by practicing speech-language pathologists in Oregon: Results of a survey. Journal of Speech and Hearing Disorders, 1980, 45, 103-111.

Westinghouse Learning Corporation/Ohio University. The impact of Head Start: An evaluation of the effects of Head Start on children's cognitive and affective development. Washington, D.C.: Office of Economic Opportunity, 1969.

Table 1

Analysis of Variance
Treatment X Test
Cognitive Measure

Source	df	MS	F
Between Subjects	25	9.41	
Between Treatments	1	9.31	.99
Between Subjects within Treatments	24	9.42	
Within Subjects	26	2.73	
Between Tests	1	7.69	4.01*
Treatment X Test	1	26.62	13.86**
Subjects X Test within Treatments	24	1.92	
Total	51		

*p<.059

**p<.01

Table 2

Test of Least Significant Difference between Means on the Cognitive Measure

Test	$\bar{X}$
Control Post	8.77
Experimental Pre	8.85
Control Pre	9.15
Experimental Post	10.77*

*The first mean in each bracket is significantly different from all means outside their bracket with $p<.05$ using the least significant difference procedure.

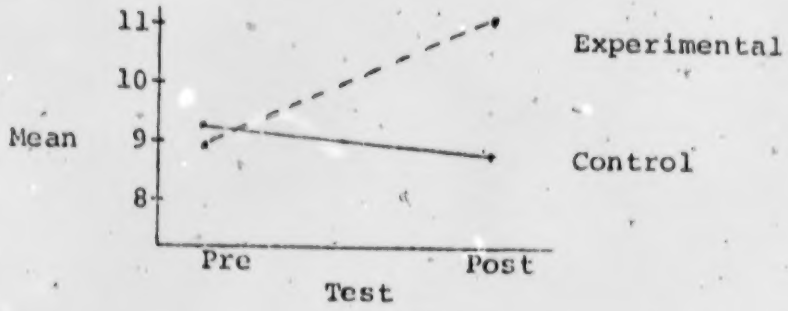

Figure 1. Test x Treatment Interaction Cognitive Measure

Table 3

Analysis of Variance
Treatment X Test
Associative Measure

Source	df	MS	F
Between Subjects	25	63.54	
Between Treatments	1	2.34	.04
Between Subjects within Treatments	24	66.09	
Within Subjects	[illegible]	15.71	
Between Tests	1	58.18	4.68*
Treatment X Test	1	50.01	4.03**
Subject X Test within Treatment	24	12.42	
Total	51		

*p<.05

**p<.059

Table 4

Mean Scores on Pre and Post Tests
Associative Measures

Test	$\bar{X}$
Control Pretest	14.13
Control Posttest	14.38
Experimental Pretest	12.69
Experimental Posttest	16.77

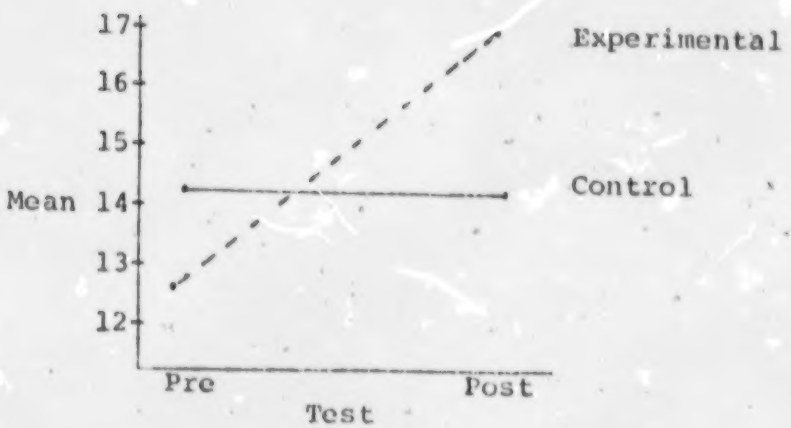

Figure 2. Test X Treatment Interaction
Associative Measure

Table 5

Analysis of Variance
Treatment X Test
Language Measure

Source	df	MS	F
Between Subjects	25	15.84	
Between Treatments	1	5.57	.34
Between Subjects within Treatments	24	16.27	
Within Treatments			
Between Tests	1	8.49	4.02*
Treatment X Test	1	2.31	1.09
Subject X Tests within Treatment	24	2.11	
Total	51		

*p<.059

Appendix 1

Criteria for Accepting Children in the Mild Month Program

In general the criteria for accepting children in the 1980 Mild Month Program should include some of the following conditions:

1. The minimum age will be 4.6 and the maximum 6.6 years.
2. The children will be either pre-kindergarten or pre-first grade.
3. Children will be from financially deprived families.
4. Children will be from broken or unstable families.
5. Children will be thought to be somewhat troubled or emotionally disturbed.
6. The child is lacking in motor skill development.
7. There is some question about the child's ability to handle either kindergarten or first grade curriculum successfully.
8. Child will be entering a regular public school class, either kindergarten or first grade, in September 1981.
9. The child should be ready to separate.
10. The child must be toilet trained (bedwetters are acceptable).
11. Children should be physically healthy.
12. Parents and/or guardians should be available to visit camp and participate meaningfully in the program designed to help the child. They should be receptive to following up at home on suggestions made by the staff.

Appendix 2

Scoring Profile

Name_____

Age____ DOE_____

	Pre	Post
Cog.....	___	___
Lang....	___	___
Assoc...	___	___

I. Cognitive Measures

A. Draw-a-Person:

- 5 or more connected parts, recognizable figure. ___4___
- 3-4 not necessarily connected body parts..... ___3___
- SBIS..... ___2___
- unrecognizable..... ___1___

B. Draw-a-Design:

- 1 0 + (5 years old)..... ___4___
- 1 0 + (4 years old)..... ___3___
- 1 0 ..... ___2___
- scribbles..... ___1___

C. Goldstein Sort:

- spontaneous sort and shift..... ___4___
- spontaneous sort/modeled shift..... ___3___ (4)
- spontaneous sort/no shift..... ___2___ (3)
- modeled sort. spon. or modeled shift..... ___1___ (2)

II. Speech and Language Measures

A. Response to pictures:

- causality (theme)..... ___2___
- labels objects..... ___1___

B. Question Probe:

What____ Where____ Why____ When____

4 of 4..... ___4___
3 of 4..... ___3___
2 of 4..... ___2___
1 of 4..... ___1___

C. Verbal Recall:

What___ Where___ Why___ When___

4 of 4	4
3 of 4	3
2 of 4	2
1 of 4	1

D. Following Directions:

3 part	3
2 part	2
1 part	1

E. Speech:

- length of utterance:

sentences	2
one-two word phrases	
nonverbal	

- intelligibility:

readily intelligible	1
frequently unintelligible	
unintelligible	

- fluency: (do not score)

fluent	
definite dysfluencies	
Total	

III. Associative Learning Measures

Letters:	13 or more	3
	5-13	2
	under 5	1
	none	
Numbers:	6 to 9	3
	3 to 5	2
	1 to 3	1
Colors:	6 to 8	3
	3 to 5	2
	1 to 3	1
Shapes:	3	3
	2	2
	1	1

1:1 Correspondence:	7 to 10.....	3
	3 to 6.....	2
	1 to 3.....	1
Prints Name:	yes.....	2
	no.....	1
Number concept:	7 to 10.....	3
	3 to 6.....	2
	1 to 3.....	1
	Total....	____